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ABSTRACT

This module is the fifth of 10 in the Essential Communication and Documentation Skills curriculum. It develops the ability to give directions, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery, and one reference. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, giving directions to residents--role play 1, the direction giving continuum, giving directions to residents--role play 2, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 682

Essential Communication and Documentation Skills Module: Giving Directions to Residents

Rockefeller College Workplace Literacy Program

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ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
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New York State Division for Youth
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Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services, such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

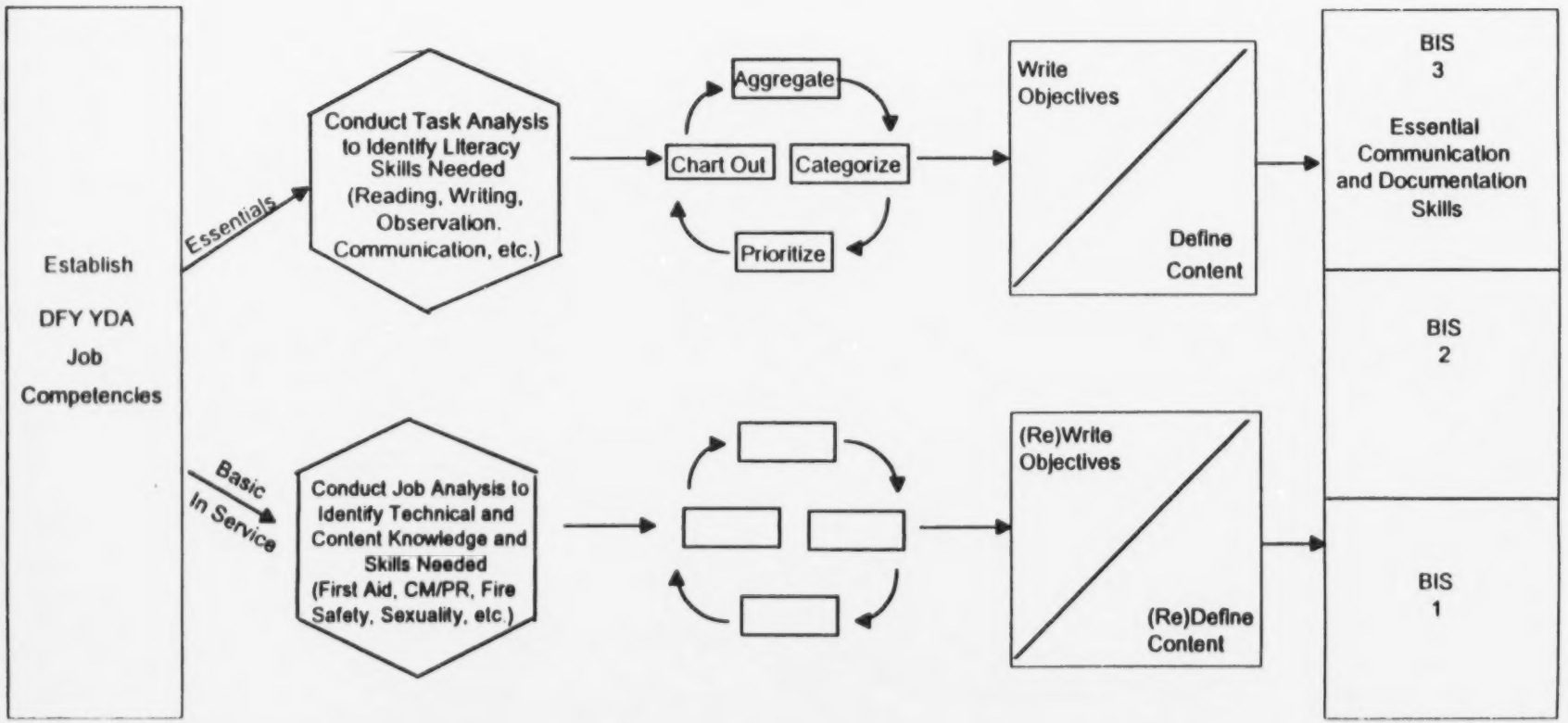
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet**.

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

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MODULE

GIVING DIRECTIONS TO RESIDENTS

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DESIGN COVER SHEET - OVERVIEW

For Module:
Giving Directions to Residents

Module/Workshop Title: Essential Communication and Documentation Skills **#:**

Course Title: Giving Directions to Residents **#:**

Prepared by: Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of the New York State Division for Youth. **Date**: July 1994

Purpose/Goal: To enable staff to give residents directions that are clear and situationally appropriate.

Suggested Presenter(s): DFY Staff and/or Adult Basic Education Instructors, who have completed in the *Essentials' Training of Trainers.*

Total Time:

3.5 hour(s)

Suggested Schedule:

PM Session of Day 2

Target Population/Qualifications:

Direct Service Workers who have completed Pre-Service and BIS 1

Number Of Participants:

8 - 24 maximum

Methods Used:

- Role Play
- Trainer Presentation
- Guided Group Discussion

Performance Objectives:

Upon completing this module, participants will be able to:

- State the importance of giving effective directions to residents
- Identify the continuum of direction giving methods appropriate to DFY residential settings
- Demonstrate the continuum of direction giving methods

Evaluation Procedures:

- Trainer assessment of participation in activities and group discussions
- Pre/Post training assessment process
- Portfolio building: Summary and Closure

DESIGN COVER SHEET - PREPARATION

For Module:
Giving Directions to Residents

Physical Setting: (e.g. room size, furniture arrangement)

Room should be large enough to accommodate 8-24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:		**Multi Media Support:**	
#	Item	#	Item
x	easel/newsprint		VCR/monitor (type:)
x	markers		videotape (length:)
x	masking tape		camcorder (video camera)
	notepads		16 mm. projector
x	pens/pencils		film (length)
	name tags/tents		screen
x	training records		overhead projector
	other:		other:

Student Materials: (title, number needed of each)

Participant Packet including the following handouts:

1. The Direction Giving Continuum
2. Direction Giving Role Plays
3. Activity: Summary and Closure

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Prepare Flip Charts: AV1: Module Objectives
AV2: Giving Directions
AV3: The Direction Giving Continuum

Options/Variations:

If time and participants lend themselves to it, video taping the role plays would provide both feedback and evaluation opportunities.

References:

Gallina, Greg and Reginald Osterhout III. *Giving Directions* from BIS 1. N.Y.S.D.F.Y Bureau of Staff Development, 1989.

PRESENTATION OVERVIEW

For Module:
Giving Directions to Residents

Time Presenter	Activity Title/Method/Purpose
10 minutes	**Introduction to the Module** *Trainer Presentation* To orient the participants to the content and purpose of the module
60 minutes	**Giving Directions to Residents: Role Play 1** *Role Play Group Activity* To provide an opportunity to draw from participants' own on-the-job experiences of direction giving
30 minutes	**The Direction Giving Continuum** *Trainer Presentation* To familiarize participants with the direction giving continuum at DFY
60 minutes	**Giving Directions to Residents: Role Play 2** *Role Play Group Activity* To provide opportunity to practice the direction giving continuum
20 Minutes	**Summary and Closure** *Trainer presentation: individual activity* To summarize the key learning points of the module
Total Time	3.5 hours

PRESENTATION GUIDE FOR THE TRAINER

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PRESENTATION GUIDE

For Module:
Giving Directions to Residents

Time Presenter	Activity Guidelines	Materials
10 minutes	**Introduction to the Module:** *Trainer Presentation* Trainer can use a warm up or rely on the first activity to get participants warmed up. The trainer can then go directly to the module's title and objectives, using AV1. The trainer should refer participant to AV2 and go over these points of information as a rationale for the module because they are the thinking upon which the training is based: • An important part of your job is to give directions to youth. • This is often difficult to do successfully. • Youths often resist following directions. • It takes experience, reflection, and repetition to develop one's direction giving skills. • There are several different ways of giving directions. • In choosing how to give directions one should consider the situation and the people who are involved.	AV1: Module Objectives AV2: Giving Directions
60 minutes	**Giving Directions to Residents: Role Play 1** *Role play group activity* Trainers should form groups of 3 or 4. When all are selected, give the following directions to participants, telling them that they will have 15 minutes to complete this task. • You are each to remember a situation in which you gave or saw someone give directions to youth. • Each person in your group will take a turn describing the event to the other group members; be sure to include: - Setting - place and time - People involved - staff and youth - Situation - who is telling what to whom and why. Note: Put these three notes on a newsprint as you mention them.	Newsprint

Time Presenter	Activity Guidelines	Materials
	• After each person has explained a situation, the group should pick one to role play in front of the class. Decide who will play what parts, etc.	
	Trainer's Note: This is a role play. Review *On Using the Role Play Technique in Workshops* in your trainer's supplement. Decide how you will communicate these expectations to the participants.	Supplemental Notes and Materials for the Trainer: "Trainers Guide to Using Role Play in Workshops"
	At the end of the 15 minute preparation time, each group will present their role play. Before they act out the situation they are to: • Tell the audience: - Setting (place and time) - People (who's staff, who's youth) - Situation (i.e., in lounge area watching TV) • Conduct the role play • Wait for processing: (i.e. remain in front to process what just happened).	Newsprint
	Guided Discussion Ask each participant: - How did you feel in your role? - How do you feel now? Ask the direction-giver to describe the behaviors he/she used. Ask the direction receiver to describe how the giver came across to him/her (body language, tone). Ask for responses to the next 3 questions from the whole group. - Did the direction giving work? - What could have been done differently and why? - In a word or two - how would you describe this method of giving instructions. Repeat these processing steps with each group after they have completed their role play. After all groups have presented and processed their role play, summarize by asking the group what different ways of giving directions they have seen. Are there others? List responses on newsprint.	Newsprint

Time Presenter	Activity Guidelines	Materials
30 minutes	**The Direction Giving Continuum** *Trainer Presentation* Trainers tell participants: • DFY has a continuum of ways or methods of giving directions. • There may be more or less or other methods. • For the purposes of this course we will focus on direction giving in the facility and the methods that are the most helpful. • We will state the method, define it, explain it, role play an example and discuss it with you. **Trainer's Note:** The role plays for each method may be replaced by others which seem more clear or useful to the trainers and participants. Refer participants to Handout 1. State that the DFY Direction Giving Continuum includes the following: • **Abdicating** - Lay down, to surrender. For staff this would mean not giving direction when it is clearly your role to do so. Examples: Trainers role play a situation where a resident is making a tattoo on his/her arm. The staff asks what's goin on. Asks the resident to stop and when he/she doesn't, the staff goes off to read the paper. • **Passive** - Not acting, but acted upon; receptive to outside influence. For staff, this could include letting residents make a decision (self-direct) or asking a resident what he/she thinks they (the resident) should do. Example: Trainers role play a situation in which a resident asks staff what to take on a home visit. Positive: Rather than tell the resident, the staff puts the decision making back on the resident: What do you think you should take? (Discuss with participants how one knows if a resident can handle a particular decision making situation.) Negative: Residents are reading the log in the staff office.	AV3: The Direction Giving Continuum Handout 1: The Direction Giving Continuum.

Time Presenter	Activity Guidelines	Materials
	• **Requesting** - Asking someone to do something. Manners are used. The person has a real choice to decide about whether they want to comply. For staff this would be a good technique when things are going well on the unit and residents have shown some maturity and decision making skills. It is also more likely to work if the residents have some motivation for complying. Example: Don't role play this one. Lead a discussion of when this has worked and not worked. Help participants identify the variables at work. • **Asserting** - To state or affirm positively, assuredly or strongly. For staff this would include reminding kids of rules when they are being broken, telling kids what is expected of them and when, dealing with resistance. Examples: Trainers role play a situation where a resident has a problem, and is loudly demanding attention now. Staff asserts by telling the resident to slow down, sit down and wait. After resident is under control, the staff directs the conversation. (i.e., "What is the problem, what is your part in it, what are your options?") • **Aggressing** - A forceful action or procedure especially when intended to dominate or master. For staff this means the resident is in danger of injuring himself or others. Example: Back to the resident who is tattooing self. Resident refuses to put down the pin being used to scratch the flesh. Staff takes it and escorts the resident to the nurse. • **Violent** - Exertion of physical force so as to injure or abuse, notably furious or vehement. Can be physical or verbal. This is not appropriate for a staff. Examples: Verbal abuse - explain - use examples. Physical abuse - explain - use examples. (If BIS session, refer to CMPR.)	

Time Presenter	Activity Guidelines	Materials
60 Minutes	**Giving Directions to Residents: Role Play 2** *Role Play Group Activity* Using the same subgroups as in the preceding role play activity, have participants take out Handout 2 and give the following directions: You will be acting out some typical staff-youth situations that involve giving directions to youths. They are presented in Handout 2. They may add to them as seems useful. Assign scenarios to each group. Have participants • Read the scenario. • Decide who will play what roles. • Decide the direction giving methods based on their assessment of the situation. Give participants 10 minutes to prepare. Have them follow the same procedures as in the earlier role play. Refer to the directions on the newsprint. Process after each presentation as follows: Ask each participant - How do you feel now? - How did you (in your staff role) feel using the method you did? - What was your group's reasoning in using the method you did? (What influenced your decision?) - Under what circumstances would you shift from this method into another? - What is most important thing for staff to pay attention to when using this method? • Ask the observers: Does anyone have anything to add about what they have learned from this role play? **Trainer's Note:** There are no pat answers as to which method to use for these scenarios - the appropriate response will be determined by how the group interprets and acts out the scenario. Stress that as a situation develops they may shift to methods to the left or right of the ones being used.	Handout 2: Direction Giving Role Plays

Time Presenter	Activity Guidelines	Materials
20 Minutes	**Summary and Closure** *Trainer presentation* Summarize what was done in the activities and discussions. List important learning points on newsprint. Review the Module Objectives. *Individual activity* Ask each participant to state which method feels most comfortable to them and how they might go about becoming more comfortable with other methods. Ask them to record this, using Handout 3 as a guide. Have them put this in their Personal Progress Portfolio. Preview the next module	Newsprint AV 1: Module Objectives Handout 3: Giving Directions
TOTAL TIME	**3.5 hours**	

FLIP CHART MASTERS

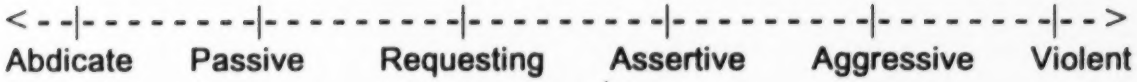
Module Objectives

- State the importance of giving effective directions to residents
- Identify the continuum of direction giving methods appropriate to DFY settings
- Demonstrate the continuum of direction giving methods

Giving Directions

- An important part of your job is to give directions to residents
- Giving directions is difficult to do
- Residents often resist following your directions
- There are different ways of giving directions
- The specific situation and the resident(s) involved are the variables to guide your decisions

The Direction Giving Continuum



Abdicating

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Passive

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Requesting

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Assertive

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Aggressive

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Violent

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SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

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PARTICIPANT MATERIALS

FOR

GIVING DIRECTIONS TO RESIDENTS

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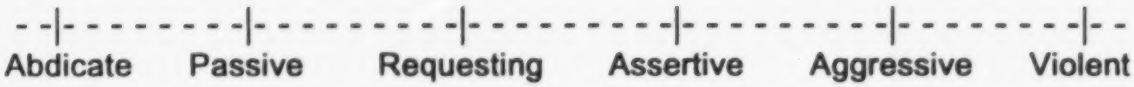
The Direction Giving Continuum



Abdicate: Lay down, surrender, walk away from job responsibilities; **not allowed in DFY work.**

Passive: Not acting, but acted upon. Receptive to outside influences. Allowing kids to set directions.

Requesting: To ask someone to do something. Best used when resistance of kids is low and/or interest is high.

Assertive: To state or affirm positively, assuredly, strongly. Telling kids rules, dealing with resistance. Telling kids what behaviors to stop and/or what behaviors to perform.

Aggressive: A forceful action or procedure, especially when intended to dominate or master. Dealing with a kid who is doing or is likely to do injury to themselves or others.

Violent: Exertion of physical or verbal force, so as to "injure" or "abuse." Notably furious or vehement. **Not allowed in DFY work**. Subjects staff to disciplinary action.

ACTIVITY: Direction Giving Role Plays

Purpose: To provide an opportunity to practice the DFY Continuum of Giving Directions.

Directions:

1. You will be assigned a scenario by your trainer.
2. You will choose a role for each member of your group to play.
3. Carefully define the setting, people, and situation.
4. Conduct your scenario in front of the room.
5. Wait for group discussion to conclude.

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1. You have been assigned to cover the rec area (which includes the gym) due to staff shortage. Wing 2 has come down to the gym as scheduled escorted by YDA Mungo. The schedule shows that Wing 2 is to play volleyball at this time. The group enters the gym and is loud and excited. Several kids say they don't want to play volleyball, they want to play a real game - basketball. The staff member who has accompanied them doesn't respond. All look at you.

2. You are supervising the visiting area of a male facility. One of the residents is over in the corner with his girlfriend. Their backs are to you and they seem to be whispering and glancing back at you nervously.

3. It's 10 p.m. Wednesday night and time to go to bed. One resident is refusing to go to bed. Two other residents are standing close to her watching you.

4. One of the residents is on tranquilizers. It's 9 p.m., time for his medication. He says he doesn't want to take it because it makes him sleepy.

5. The group is sitting on the unit watching TV. It's the unit's assigned time to go the ball field. One of the residents refuses to go to the ball field. He states that it's too cold outside and he's not going for it.

6. You come on the unit to begin your shift. As you are reading the log you notice two residents arguing, one says to the other "play the bathroom" and they both go into the bathroom. The guy you're relieving has just put his key in the unit door lock to go home.

7. You're on your way out of the facility and as you go around the corner of the cottage you see two kids on the ground. One is choking the other.

8. Jose and Juan have been in the facility for two months. The first few days were difficult but since then they have adjusted to the program and moved up in the level system. They come to see you after dinner and ask, "Mr. Jones, should we sign up for the G.E.D. program?"

9. It's Christmas, the unit is in good physical shape and the kids are doing fairly well in the program. You think it would be nice to decorate for Christmas and plan to bring it up at the community meeting.

ACTIVITY: Summary and Closure: Giving Directions

Purpose: To provide an opportunity to reflect on the learning of the module and set some goals for on the job application.

Directions: Complete the three questions below.

---

1. What did you learn from this session?

2. How can you apply it on the job?

3. What can you do to improve your use of the Direction Giving Continuum?

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment**, as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

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Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

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January 17, 1995

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Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

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